

**STUDENTS' ATTITUDE IN LEARNING SPEAKING OF THE  
FOURTH SEMESTER STUDENTS AT ENGLISH AND  
LITERATURE DEPARTEMENT ADAB AND HUMANITIES  
FACULTY OF UIN ALAUDIN MAKASSAR**



**A THESIS**

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Sarjana Humaniora in English and Literature Department of  
Adab and Humanities Faculty of Alauddin State Islamic University  
of Makassar.*

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## PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penyusun yang bertandatangan dibawah ini, menyatakan bahwa skripsi yang berjudul **“The Students’ Attitude in Learning Speaking of The Fourth Semester Students’ at English and Literature Department Adab and Humanities Faculty of UIN Alauddin Makassar”** adalah benar-benar hasil karya penulis sendiri jika kemudian hari diketahui merupakan duplikat, tiruan, plagiat atau dibuat orang lain secara keseluruhan atau sebagian, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Makassar, 19 April 2011  
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## ABSTRACT

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Title : THE STUDENTS' ATTITUDE IN LEARNING SPEAKING OF THE FOURTH SEMESTER STUDENTS AT ENGLISH AND LITERATURE DEPARTEMENT ADAB AND HUMANITIES FACULTY OF UIN ALAUDIN MAKASSAR

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This thesis studied about the students' attitude in learning speaking of the fourth semester students at English and Literature Department Adab and Humanities Faculties of UIN Alauddin Makassar. The problem statement is "How is the students' attitude in learning speaking, grammar, pronunciation and vocabulary?" and the object of the research is "To find out the students' attitude in learning speaking, grammar, pronunciation and vocabulary".

The writer used a descriptive statistic method approach in analyzing data and collecting data. Descriptive method is the method that explain how the students' attitude in learning speaking of the fourth semester students at English and Literature Department Adab and Humanities Faculties of UIN Alauddin Makassar, it is focused on the correlation between speaking, pronunciation, grammatical and vocabulary.

In this research, the writer collected data by using questionnaire to find out the students' attitude in learning speaking of the fourth semester students at English and Literature Department Adab and Humanities Faculties of UIN Alauddin Makassar with the population is 78 students of the three classes, they are; Ag 1, Ag 2 and Ag 3, and the sample, the writer used random sampling technique. The writer used 30 students or 40 % from the total number of the population and then the writer took every class 10 students.

Based on the findings and discussion in this thesis, the writer found that The students' attitude in learning speaking is  $X = 75$  (positive attitude). The students' attitude in learning pronunciation is  $X = 72$  (positive attitude). The students' attitude in learning grammatical is  $X = 76$  (positive attitude). The students' attitude in learning vocabulary is  $X = 70$  (positive attitude). The writer found that the students' attitude in learning speaking of the fourth semester students at English and Literature Departement Adab and Humanities Faculties of UIN Alauddin Makassar is positive attitude.

# **BAB I**

## **INTRODUCTION**

### **A. Background**

Nowadays, English plays an important role for communication in the world. Besides that, it is used to relate two or more countries which have different languages. It is very important for us to learn English.

The aim of teaching English Indonesian is not only for academic purpose, but also for the science and technology development, it is also a part of the national program of the Indonesian government. In the 1994 curriculum, English is stated as compulsory subject at junior and high school and event at universities. English is aimed at facility in science, technology and culture in order to develop their skills in their daily life and in the future based on curriculum based competence (GBP of English, 1994).

More ever, we are in the third millennium era which English is used for wide communication within in country and among people of the world. In other words, English has become a part of life because it is used in all aspects of life in term of social, science, art and technology, as well as very important vehicle for developing the country (Hasna: 1999).

Based on curriculum, there are four skills that are going to be developed, they are listening, speaking, reading, and writing. One of them is more important is speaking for asking and answering questions with one variety of classroom verbal interaction that can be best used initiate can

interact and to promote learning. It is also among the eldest and most community teaching and learning strategies. Muttaqim (1993: 27) points out that the students participate actively in speaking English when they are going to send their ideas, asking question and responding answering in English.

The research shows the student's ability in speaking is still unsatisfactory attend to be disserting. Many factors may course of this problem, for example: the teachers' technique in teaching about the grammar, the lack of the students' motivation in doing oral communication, the students' laziness memorizing vocabulary required, even in speaking case they may rarely use words in speaking (Rivers: 1968). Therefore a study says that never rarely knows a word until he or she is on speaking with it. Based on the explanation above, the writer tries to conduct a research to find out some factors influence speaking ability.

## **B. Problem statement**

By looking over the background, the problem statement of this research is formulated as bellows "How is the students' attitude in learning speaking, grammar, pronunciation and vocabulary?"

## **C. Objective of research**

The objective of the research is intended "To find out the students' attitude in learning speaking, grammar, pronunciation and vocabulary".



#### **D. Significance of research**

The result of this research is expected to be a piece of information for the students and lecturers of UIN Alauddin Makassar, especially for the students and lectures at English and literature Department of Adab and Humanities Faculty in order to improve their students' speaking ability.

#### **E. Scope and limitation of research**

In order to focus in conducting this study, the writer had limited the scope of the study as follow:

1. In this study focused on three elements on speaking, they are: vocabulary, structure, and pronunciation.
2. In this study focused on some factors influence at the speaking. The writer will explain about the two factors, they are: external factors and internal factors



## BAB II

### REVIEW OF RELATED LITERATURE

#### A. Review Related Research Finding

Few studies on speaking have been conducted by some researches. Some of their findings are as follows:

1. Rahman, Thesis (1995) *The Students ' Interest in Studying Speaking through Oral Communicative Activities*, did his research on speaking performance of the third semester students of English Department of FPBS IKIP Ujung Pandang. He found that the students cannot produce their complex because of anxiety. The factors that cause anxiety are:
  - a. Psychological factors; being shy to speak English, lack of self-confidence, being fear to be corrected the introverted person.
  - b. Linguistic competence/ performance factors; lack of grammatical mastery, vocabulary, and pronunciation and intonation mastery.
  - c. English language practice this is English in the classroom, and in the English meeting places. But they find difficulties to practice their English at home due to unsporting environment where their families cannot speak English.
  - d. The setting of speaking; the students feel anxiety to present a paper in front of the classroom, to speak English in the classroom, in the English meeting club, and in the English language laboratory.

- e. The participants of speaking; the students feel anxious to speak English with their English lecturers in the classroom. Also they are still shy to speak English with native speakers, the people who have higher ability in speaking English outside the classroom. Their senior students, friends in the classroom monitored by teacher, and even people who have the same ability in speaking English outside the classroom.
  - f. The topic of speaking; the students feel anxious to speak English with the given topic.
2. Murni, Thesis (2002) *The Attitude as Students In Learning Speaking Through Group Debate*. Did her research out the attitude of students in learning speaking through group debate. She found that the fifth semester students of English Department of FPBS of Makassar State University have active participation in speaking English and positive attitude towards the use of group debate in the classroom. English debate in the classroom in an effective way to learn English, especially improving speaking skill. The reason is that it provides enough opportunity for student to speak English. Also it stimulates and activates the students to participate in speaking, giving ideas, asking question, and responding to arguments.

Based on quotation above, have similarities and differentiation with this research. The similarities are how to know the factor influence at speaking and improve the speaking. The differentiation are: the quotation above had explained about the anxiety and attitude they are one of the

factors of speaking, while this research will explain some factors influence at speaking.

## **A. Definition of speaking**

### **1. Nature of speaking**

Speaking is one of the components of language that has important role beside writing, reading and listening. Speaking through in high school frequently, and divided into four semesters. The aim of teaching speaking is to enable students to speak English in order the students can express their ideas orally.

Oral communication are two way process between speaking and listening, and involves the productive skill of speaking and receptive skill of listening (understanding). It is important to understand that receptive does not imply passive both listening and reading, language user are actively involved in the process of interpreting and listener have a passive function to perform (Bryne, 1976: 8).

Harmer (1983: 41-42) states that when two people are engaged in talking to each other, we can be fairly score that they are doing so for a good reason probably make the following :

- a. He wants to speak here in general why to suggest that speaker makes a definite decision address some one. Speaking may be force on him in some way but we can still say that wants or intends to speak. Otherwise he would keep silent.

- b. He has some communicate purpose: speaker say thing because they want something to happen as a result of what they say
- c. He selects his language store: the speaker has an infinitive capacity to create new sentences if he is a native speaker.

In relation with statement above, speaking is a way of conveying message from one person to others to interact with him. It is the most essential way in which the speaker can express himself through language. Widdowson (1985: 56) states that an act of communication through speaking is commonly performed in face interaction and happened as a part of dialogues or rather from verbal exchange. The act of speaking involves not only the production of sound but also the use of the gesture. The movement of the muscles of face, and indeed of the whole body.

Desberg (1963: 340) states that speaking is in athletics event more than anything else, learning to put your tongue, your lips, your jaw and other part of your vocal apparatus into places you have never put them before.

In speaking class, the students are expected to contribute ideas, information, opinion, and feeling to others. To be more practice to talk is more facilitate the students to make a good in speaking.

Urr (1996: 120) classifies the characteristics of a successful speaking activity, they are:

1. Learner to talk
2. Participation is event

3. Motivation is high

4. Language is an acceptable level

## **2. The concept of speaking**

Speaking is a way to bring message from one person to others in order to interact with them. Communication will not be running well without speaking.

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as their wishes. Besides that the writer formulates that speaking is not only speaking can be done by action.

For example:

A deaf-mute man wanted to describe his ideas his part of body, namely: his hand, and face mimic. Because the action of speaking is difficult to understand, so a dumb man was not received in the formal school, therefore he took at the special school.

Speaking skill believed as important aspect to be succeeding in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

### **3. Elements of speaking language**

Basically, there are three elements of spoken language which the writer assumes quite important, they are: Vocabulary, Structure, and Pronunciation.

#### *1. Vocabulary*

Here the writer record some definitions of vocabulary are taken from many sources as follow:

According to the dictionary of education, vocabulary is the content and function words of language which art learned so thoroughly that become a part of Childs' understanding, speaking and later reading and writing. Vocabulary s the words having meaning when heard or seen even though not produced by individual itself (Good 1989: 64).

According to the Taylor A.M (1965: 17) that vocabulary is a collection of word arranged alphabetically for reference and defined or explained the special stock of words employed by an individual in a business or an author as the vocabulary of finance the vocabulary of Shakespeare. But the choice of vocabulary is the hand of the speaker and not the listener (Underwood: 1987: 17)

Hornby (1989: 425) states some definitions of vocabulary

1. Body of words know to a person used in particular book, subject
2. A total number of word that make up language
3. List of the words with their meaning, especially one which accompanies a textbook in foreign language.

Therefore, if we talk about important of choosing selecting vocabulary used correctly it can cancel our structural in accuracy teaching vocabulary is clearly more than just presenting new words (Harmer: 1991: 157). So that, we must understand every vocabulary that has been learning idea to provide set of vocabulary which can be learn such as verb, noun, and adjective.

- Verb is a word that asserts something about person, thing or idea, and is essential to sentence the word of the most important to get varieties
- Noun is a word that is used to name a person, place, and thing
- Adjective is a word that is used to describe or limit the mean of noun or pronoun

## 2. *Structure*

Another elements in spoken language is structure, arrangement of word in a sentence is not the same as different language they are not even the same in sentence pattern.

Structure in linguistic term means the rule of pattern in which the words are put together to build the sentence to communicate. It is a specific instance of grammar. Example of structure would be present or past tense, comparative of adjective and so on (Penny Ur: 1996: 57). When one uses of language, structural and sound system as elements of language must be used simultaneously in his utterances of communicate.



As for the use of structure signals, student should learn it by acquiring asset of habits and not merely by recording example of usage. It has been state of require the habits of producing it automatically; this is best done through oral pattern practice.

### 3. *Pronunciation*

Pronunciation is one factor influencing the student's ability in speaking language, because by good pronunciation someone can understand what we have said. Pronunciation teaching deals with two integrated skills recognitions or understanding. The flow of speech and production of fluently in spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learners the skill he requires (Broughton G and Christopher, et-al, 1990: 49)

In pronunciation there are three elements involved:

#### a. Sound

In the English there is a difference between sound and spelling. The influence of English spelling is so strong. However, that many speakers find it difficult to think in term of sound. Therefore it is very important to get into the habit of listening and thinking of the sound on word. They represent speech sound in face two major types: a single letter of the alphabet often represent more than one sound, and conversely; a single speech sound is often represent by several different letter (Akmajian and Demers, et-al. 1995: 65)

b. Stress

Stress refers to the degree of force or loudness. It is indicated the importance of syllabi and the importance of certain words in phrase and describe as the degree of force with which a sound or syllaby is uttered (Jones. D: 1987: 245)

c. Intonation

Intonation is the turn of what we say. More specially, it is the combination of musical tones or which pronounce the syllabi that make up your speech (Arsyad. A. 1989: 86). Intonation is a big indicator of involvement as well. Intonation is clearly important it hand and can change the meaning of what they say through using in different way.

**B. Factors influencing the students' speaking ability**

Most of the students assume that speaking is the most difficult skill to master when we compare to the other skills of English. Therefore, the writer gives some factors that make the students fail in speaking skills are as follows:

**1. External Factors**

*a. Vocabulary*

In the matter of vocabulary the students state that vocabulary is the most important thing to be mastered for those who want to be skillful in speaking. The first problem for Indonesian students is the sound system of English language. Some elements and pattern will function well and do not have to be taught but many other pronunciation matters are hard to be

mastered. They must be taught thoroughly. Those elements and patterns which differ structurally from the students' language and represent more complex systems are the real problems.

*b. Functional Grammar*

One factor influencing the students' speaking ability is functional grammar. The frequency of the students' activity sometimes the students want to speak with other people but they lack information of grammar.

*c. Appropriate Topics*

In learning and teaching process, the teacher should give the students the same opportunity to speak in front of the class or there should be many interesting aids that could arouse the students' interest to speak enthusiastically.

*d. The Teacher's Technique in Teaching*

In teaching English, the teacher should have to the appropriate techniques, so that the students will be interested and understand the lesson.

## **2. Internal Factors**

*a. Attitude*

Keeping in mind that attitude as one of complex factors related to second language learning achievement and most theorists have defined it in different ways. In brief, attitude refers to some aspects of individual's response to an object. Nevertheless, it is clear that attitude has a great important part in teaching learning process. It can give amount of

influence in the readiness of the students' act, depending on stimulus. That is why, a teacher as a facilitator, automatically should prepare stimulus well before starting teaching. He/ She must have a good interaction and have positive attitude toward the subject matter because it often influences the instructional goal selected by the teacher. Finegan and Besnier (1986: 125) state that attitudes toward language and language forms are themselves mediated by stereotyping.

*b. Motivation*

Motivation is a second factor which might influence students to speak. Because motivation to learn a language has been conceptualized as combination of a positive attitude to learn and effort expended in that reaction.

We might say that motivation is the relative amount of energy that is fit into teaching goal, an example that we can see, students will study hard when they will get examination in order to obtain an excellent grade. While another student does not care whether he/ she passes or not. Both students are motivated to attend college but we say that the first students are more highly motivated than the second one, because they have exerted energy to study.

Gard and Lamber in Syamsu Rijal (1996: 273) describe two kinds of motivation in learning a foreign language, integrative motivation and instrumental motivation. Each of them has a purpose. Integrative motivation is learning a foreign language in order to be able to make

interaction with the native speaker. It indicated that learners have personal interest. Instrumental motivation is concerned with reasons why they study a foreign language, such as occupation, social respect, and economy advantages.

Based on the two types of motivation above, it is true to say that the students who are willing to know a foreign language should have a good motivation. In other words, motivation has an effect to students in studying a foreign language.

*c. Intelligence*

We might say that someone knows and understands his/her potential is a form of happiness. So he/she can use that potential as maximal as possible.

With intelligence, someone can analyze all his/her problems; even can anticipate his/her future. As a student, intelligence has an important role in influencing his/her speaking ability. In addition, it is associated with the ability to learn and successfulness of the students in the second language learning.

*d. Self Confidence*

Confidence is one of obstacles faced by students in manifesting their ability in learning a foreign language. Students who have enough vocabulary, good structure in writing, sometimes they are doubtful toward what they have memorized to produce oral form. These failures causes of

the students to have decreased self-confidence about what they have known.

Nevertheless, we must bear in mind that speaking is oral communication. Speaking to the other people need bravery, even though there are many students have no confidence in speaking. In fact, they feel embarrassed to speak a foreign language, especially English.

It is true to say that the students' successful based upon self-confidence stimulus which is given by the teachers, besides from the students themselves.

*e. Frequency of Practice*

Language is habit, which means that all the languages need exercise in order to make our tongue fluently speaking. Language in practicing is usually more relevant to the needs of students. Therefore, the students must be given many opportunities to practice what they have received particularly when they are studying English. In relation with that, this is needed to build up the confidence of the students in using their vocabulary. In other words, they should try to pronounce and structures without too much hesitation.

The most important in speaking is practice. Finegan and Besnier (1996: 175) states that the ability to speak a foreign language is only through much free speaking practice will make students improve their command of the spoken language.

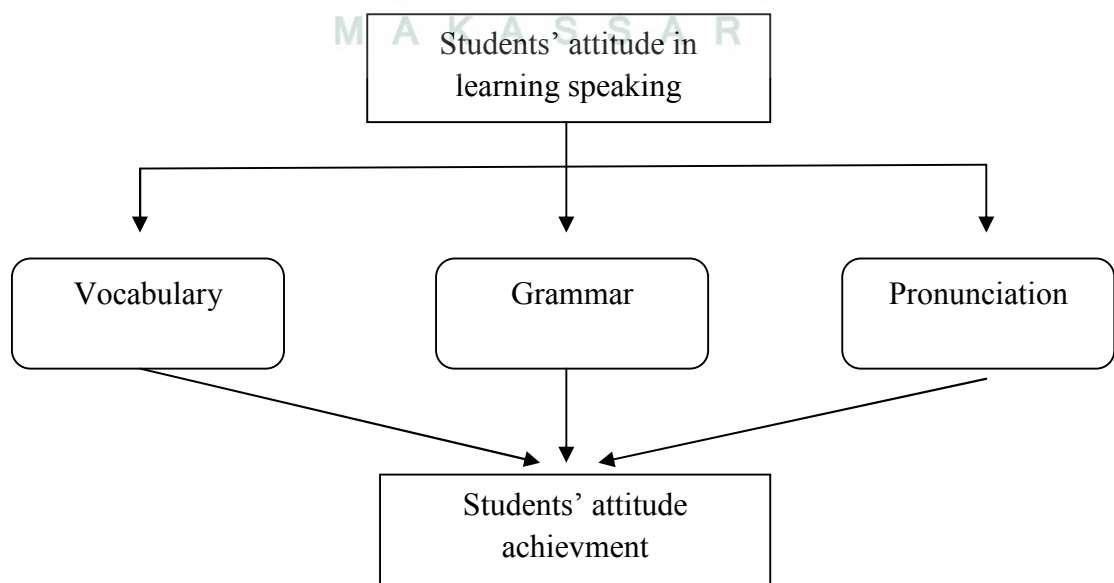
Therefore, we might say that practices are needed more frequently much because the students' commonly problem is they do not know how to express their idea in English. That is why, the students have to practice in or out the classroom.

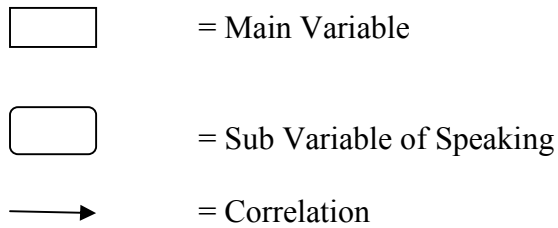
*f. Situation*

Informal situation the students can speak freely, the situation such as meeting, group discussion, seminar are really difficult for the student to express their ideas, this factor influence the students speaking ability because they are always ashamed to speak. Finegan and Besnier (1986: 246) stated the language switching can be trigged by a chance in any one of a number of situational factors, including the setting the purpose of communication, the person being addressed the social relation, between the interlocutor, and the topic of discussion.

### C. The Conceptual Framework

Based on the theory of the research, the theoretical framework is described in following:





The components above show the correlation between speaking ability and variable of speaking in learning English in supporting the students' achievement in mastering language skill.

#### **D. Hypothesis**

There are two hypothesis of this research, they are:

1. Null hypothesis (H0); there is no significant students' attitude in learning speaking, grammatical, pronunciation and vocabulary.
2. Halt hypothesis (H1); there is significant students' attitude in learning speaking, grammatical, pronunciation and vocabulary.



### **BAB III**

## **RESEARCH METHODOLOGY**

In this research, the writer presents the description of the research method variables, population, and sample, procedure of collecting data, hypothesis, and technique of data analysis.

#### **A. Research Design**

The method that was used to analyze the data is descriptive. It aims to describe the data dealing with the achievement of the Fourth Semester Students' at English and Literature Department Adab and Humanities Faculties of UIN Alauddin Makassar and to find out the students' attitude in learning speaking, vocabulary, pronunciation and grammatical.

#### **B. Population and Sample**

##### *a. Population*

The population of the research was the fourth semester students of English and Literature Department of Adab and Humanities Faculties, it consists of three classes, they are; Ag 1, Ag 2, Ag 3, and the total number of all population is 78 students.

##### *b. Sample*

In taking the sample, the writer used random sampling technique. The writer used 30 students or 40 % from the total number of the population, the writer took every class 10 students, it mean the sample is 30 students.

### **C. Instrument of The Research**

The instrument that used in this research is questionnaire. The questionnaire was used to collect the data about the students' attitude in learning speaking, vocabulary, grammatical and pronunciation.

### **D. Procedure of Collecting Data**

To collect data, the writer used some procedures as follows:

1. Explaining to the respondents about the questionnaire.
2. Distributing questionnaire to every student.
3. Collecting the work sheets (questionnaire) after they finished.

### **E. Technique of Data Analyzing**

The data of degree students' attitude in learning speaking, vocabulary, grammar and pronunciation was analyzed by using pearson formula and this data was process by means score.

The pearson formula:

$$X = \frac{\sum x}{N}$$

Where: X = Mean Score

$\sum x$  = The sum Of Score

N = The Total Number Of Subject

(Gay 1981: 205)

- Standard of students' attitude:

- a. Positive attitude = 70 – 90
- b. Neutral = 40 – 60
- c. Negative = 0 – 30

( Kamaruddin, 2004: 33 )



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with topic of discussion, the findings of the research and the discussion of the research findings. It entirely cover description of the result of the data analyzed through questionnaire. In the discussion section, further explanation and interpretation of the findings are elaborated.

#### **A. Findings**

To find out the students' attitude speaking and grammatical, pronunciation and vocabulary, the writer used Pearson formula, and this data was processed by using means score.

##### **a. Students' attitude in learning speaking**

Based on the data analysis, it was found that the students' attitude in learning speaking is  $X = 75$

If the result of the means score analysis above is put into the standard attitude, it is on the positive attitude. It lies between 70 - 90.

##### **b. Students' attitude in learning pronunciation**

Based on the data analysis, it was found that the students' attitude in learning pronunciation is  $X = 72$

If the result of the means score analysis above is put into the standard attitude, it is on the positive attitude. It lies between 70 - 90.

**c. Students' attitude in learning grammatical**

Based on the data analysis, it was found that the students' attitude in learning grammatical is  $X = 76$

If the result of the means score analysis above is put into the standard attitude, it is on the positive attitude. It lies between 70 - 90.

**d. Students' attitude in learning vocabulary**

Based on the data analysis, it was found that the students' attitude in learning pronunciation is  $X = 70$

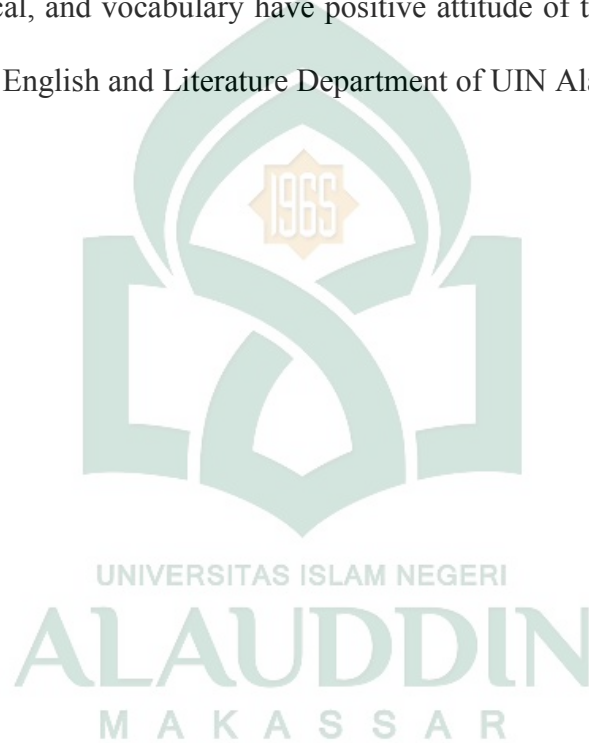
If the result of the means score analysis above is put into the standard attitude, it is on the positive attitude. It lies between 70-90.

**B. Discussion**

The discussion section deals with the inter operation of the findings divided from the result of the statistical analysis through the questionnaire. The emphasis of this questionnaire is to describe the students' attitude in learning speaking, vocabulary, grammatical and pronunciation.

Based on the standard attitude that also analyzed by means score showed that the students' attitude in learning speaking is  $X = 75$  or positive attitude. the students' attitude in learning pronunciation is  $X = 72$

or positive attitude. the students' attitude in learning Grammatical is  $X = 76$  or positive attitude. The students' attitude in learning vocabulary is  $X = 70$  or positive attitude. From the data analyzed above, the writer concludes that the students' attitude in learning speaking, pronunciation, grammatical, and vocabulary have positive attitude. So, the writer then concludes that the students' attitude in learning speaking, pronunciation, grammatical, and vocabulary have positive attitude of the fourth semester student of English and Literature Department of UIN Alauddin Makassar.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presented conclusion, the implication of the study and suggestion. The conclusion was made in reference to the result of the study and the purpose of the study. Suggestions were made in line with the scope and limitation of the study and significance of the study.

#### A. Conclusion

Based on the description on the previous chapter, the writer comes to the following conclusions:

1. There are attitude in learning speaking, vocabulary, grammatical and pronunciation,
  - a. The students' attitude in learning speaking is  $X = 75$ . If the result of the means score analysis is put into the standard attitude, it is on the standard attitude level. It lies between 70-90.
  - b. The students' attitude in learning pronunciation is  $X = 72$ . If the result of the means score analysis is put into the standard attitude, it is on the standard attitude level. It lies between 70-90.
  - c. The students' attitude in learning grammatical is  $X = 76$ . If the result of the means score analysis is put into

the standard attitude, it is on the standard attitude level.

It lies between 70-90.

- d. The students' attitude in learning vocabulary is  $X = 70$ .

If the result of the means score analysis is put into the standard attitude, it is on the standard attitude level. It lies between 70-90.

2. The students' attitude in learning speaking, pronunciation, grammatical, and vocabulary of the fourth semester student of English and Literature Department of UIN Alauddin Makassar have positive attitude.

## **B. Suggestion**

Based on the result of the study, the writer proposes some suggestions concerning the research findings as follows:

1. For teachers, besides teaching the material about speaking, they also should be aware to the some factors of the speaking. Therefore, teachers may have a real expectation to their students with low Frequency of practice to have a proficiency in speaking English or they can give different treatment for teaching low Frequency of practice with students or even create interesting atmosphere in teaching and learning process. So, the learners will feel safe, not afraid to practice speaking English and finally can get a good achievement.



2. The teachers should be able to use every single chance for doing speaking practice in the class. For example, the teachers may use English when they teach or even just give the instruction; in order to the learners have a chance to improve their linguistic aspect (like vocabulary, fluency, pronunciation, etc) and to practice their English too.
3. For students, besides preparing idea to be conveyed when speaking, they also need to have a high self-confidence. By having a high self-confidence, they will increase their bravery and also be active when joining the conversation class and enable to speak well. To improve their self-confidence, the writer also suggests to apply some tips that can be tried; settle up you self-image, be objective and honest to identify yourself, regard yourself, don't blame yourself, and always have positive and rational thinking.
4. For future researcher, they can use this thesis as a literature to guide them when they want to do the similar research. Although this study has been done but because of limited time it still has many weaknesses. Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on academic-self-concept in order to give a big contribution in academic life.

## APPENDIXESS

Table: Score of Questionnaire

| No | Names of students | Speaking | Pronounciation | Grammatical | Vocabulary |
|----|-------------------|----------|----------------|-------------|------------|
| 1  | AK                | 85       | 70             | 65          | 74         |
| 2  | AWA               | 70       | 89             | 67          | 68         |
| 3  | AK                | 95       | 73             | 80          | 78         |
| 4  | AR M              | 65       | 65             | 95          | 63         |
| 5  | AKR               | 89       | 95             | 74          | 73         |
| 6  | ARY               | 67       | 73             | 85          | 60         |
| 7  | BHDN              | 79       | 84             | 84          | 63         |
| 8  | BDM               | 75       | 67             | 87          | 72         |
| 9  | DMR               | 90       | 56             | 54          | 65         |
| 10 | FA                | 64       | 74             | 74          | 73         |
| 11 | FRS               | 68       | 64             | 75          | 65         |
| 12 | FBS               | 90       | 70             | 59          | 74         |
| 13 | FRM               | 68       | 72             | 95          | 85         |
| 14 | HA                | 85       | 63             | 87          | 65         |
| 15 | IH                | 75       | 57             | 57          | 73         |
| 16 | KHDN              | 97       | 66             | 61          | 75         |
| 17 | KS                | 82       | 70             | 72          | 52         |
| 18 | MI                | 64       | 57             | 65          | 74         |
| 19 | MSMM              | 67       | 50             | 85          | 58         |
| 20 | MM                | 86       | 67             | 95          | 59         |
| 21 | MA                | 65       | 72             | 90          | 70         |

|    |          |      |      |      |      |
|----|----------|------|------|------|------|
| 22 | MKRMH    | 59   | 73   | 83   | 53   |
| 23 | NR       | 75   | 69   | 78   | 69   |
| 24 | NRM      | 87   | 54   | 75   | 78   |
| 25 | NF       | 64   | 64   | 73   | 73   |
| 26 | NWD      | 64   | 84   | 69   | 66   |
| 27 | RR       | 58   | 71   | 79   | 56   |
| 28 | SR       | 67   | 90   | 58   | 53   |
| 29 | St. SB   | 78   | 72   | 65   | 68   |
| 30 | SMSN     | 91   | 86   | 95   | 76   |
|    | $\Sigma$ | 2269 | 2177 | 2281 | 2031 |



# ANGKET

| No | Soal  | Jawaban |   |    |     |
|----|---|---------|---|----|-----|
| 1. | Saya.....menghafal banyak vocabularies akan membantu saya berbahasa Inggris                       | SS      | S | KS | STS |
| 2. | Saya.....dengan banyak berdebat dikelas akan meningkatkan Speaking Skill                          | SS      | S | KS | STS |
| 3. | Saya.....dengan banyak membaca buku bahasa Inggris dapat mempermudah saya untuk berbahasa Inggris | SS      | S | KS | STS |
| 4. | Saya.....dengan dukungan fasilitas yang bagus dalam ruangan dapat membantu Speaking               | SS      | S | KS | STS |
| 5. | Saya.....bila dosen menyuruh saya maju kedepan kelas untuk berbahasa Inggris                      | SS      | S | KS | STS |
| 6. | Saya.....dengan mengunjungi tempat-tempat wisata dapat mendukung saya untuk meningkatkan Speaking | SS      | S | KS | STS |
| 7. | Saya.....dengan banyak nonton yang berbahasa Inggris akan mempermudah Pronunciation               | SS      | S | KS | STS |

|     |   |    |   |    |     |
|-----|---|----|---|----|-----|
| 8.  | Saya.....dengan banyak latihan berbahasa Inggris dengan orang sekitar saya akan meningkatkan bahasa Inggris | SS | S | KS | STS |
| 9.  | Saya.....ikut meeting bahasa Inggris akan mempermudah saya berbahasa Inggris                                | SS | S | KS | STS |
| 10. | Saya.....dengan mendengar musik yang berbahasa Inggris akan memperlancar Pronunciation                      | SS | S | KS | STS |
| 11. | Saya.....dengan mengikuti kursus bahasa Inggris sangat membantu saya dalam speaking.                        | SS | S | KS | STS |
| 12. | Saya..... berinteraksi dengan native speaker dapat membantu Speaking  | SS | S | KS | STS |
| 13. | Saya.....bernyanyi bahasa Inggris dapat membantu Speaking   | SS | S | KS | STS |
| 14. | Saya.....mading percakapan bahasa Inggris dapat membantu speaking   | SS | S | KS | STS |
| 15. | Saya.....dengan menggunakan electronic dictionary akan membantu saya dalam berbahasa Inggris                | SS | S | KS | STS |
| 16. | Saya.....belajar Grammar akan mempermudah berbahasa Inggris   | SS | S | KS | STS |

|     |  |    |   |    |     |
|-----|--|----|---|----|-----|
| 17. | Saya.....dengan menggunakan lab bahasa Inggris akan membantu saya dalam speaking   | SS | S | KS | STS |
| 18. | Saya.....dengan dosen yang selalu menggunakan bahasa Inggris akan membantu saya dalam bahasa Inggris   | SS | S | KS | STS |
| 19. | Saya.....jika saya sering berkomunikasi dengan menggunakan bahasa Inggris akan mempermudah saya dalam berbahasa Inggris                      | SS | S | KS | STS |
| 20. | Saya.....jika orang tua menyediakan fasilitas yang berhubungan dengan bahasa Inggris akan meningkatkan semangat saya dalam berbahasa Inggris | SS | S | KS | STS |

KET:

SS : Sangat Setuju  
 S : Setuju  
 KS : Kurang Setuju  
 STS : Sangat Tidak Setuju

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